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AUTHOR Shocklee, Georgia
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ABSTRACT

This publication contains five teaching units for implementing sex equity into vocational education. The units, prepared for preservice or inservice teacher education courses, can be adapted to various teacher situations. Units cover sex equity legislation and definitions; facts and figures about women in the workforce; methods of recruiting male and female students into nontraditional educational programs; remedying sex discrimination in actions, language, teaching practices, curriculum, and facilities; and assisting students to obtain sex-fair placement in jobs. There are generally eight sections to each unit, with each section corresponding to a purpose within the total unit. The sections include the unit title, purpose, and specific objectives; suggested activities and instructional materials; information sheet; transparency masters; assignment sheets; answers to assignment sheets; tests; and answers to test. The units also can be used by teachers with secondary or postsecondary students, with some adaptations. (KC)

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IMPLEMENTING SEX EQUITY IN VOCATIONAL EDUCATION

Project Number: E79-1

Conducted By

Black River Vocational-Technical School
Pocahontas, Arkansas
Richard Gaines, Project Director

In Cooperation With

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOREWORD

I have worked with the Model Sex Equity Program over the past year with a great deal of uncertainty and hesitation. Oftentimes I found myself asking, "What am I doing here?", for the feelings very often emerged that I was going against everything I had been brought up to believe. But I always came back to that original idea that we started out with—everyone should have the right to choose whatever vocational training they want without being restricted by other people's biases and prejudices.

In this book we do not advocate a change in the order of society. Any intelligent person will recognize and admit that there are certain roles that men and women hold that should not be changed. Indeed they cannot be changed, nor should we want them to be. However, when we look at the way the work force has changed—the fact that more women are entering the work force and more men are expressing interest in non-traditional jobs—we must ask if we should place such rigid male and female roles on careers and jobs. Our answer will come back that we should not restrict people in their job options because of our expectations. Everyone will tell us that not all women can be diesel mechanics, carpenters, nor welders; nor for that matter, can all men. If a man or woman wants to try a non-traditional vocation, they may fall on their face trying; but it should not be so because we have imposed our biases upon them.

We must not rush into this matter headlong without first considering the implications. We must maintain a level head and make sure that all people are treated fairly whether they be women or men.

In this book, we have attempted to give a plan that will help to implement sex equity into vocational education. Approach it with intelligence and a mind for fairness, and the book should prove to be very helpful. As you read this, please keep in mind that we are not advocating the change of the makeup of people.

Georgia Shocklee

INTRODUCTION

Title II of the Education Amendments of 1976 has delivered a mandate to State and Federal vocational education programs to eliminate sex bias and sex stereotyping.

Most educators have been aware of Title IX which prohibits sex discrimination since its passage in 1972. Most people are aware when sex discrimination exists and all fair-minded people are willing to take measures to correct this. However, sex bias and sex stereotyping are harder to deal with. All people at some time or other are guilty of bias, and most people tend to categorize people according to sex or to group them according to sex stereotypes.

Because of socialization and learned behavior, many of us expect people to act and think in certain ways because they are members of a certain group. Therefore, the mandate given by Title II is much harder to comply with than that of Title IX.

People must first learn what sex bias and sex stereotype means and be able to identify and correct them. In this guide, a model and plan are presented that will expedite implementation of sex equity in vocational education.

The elimination of sex stereotyping and sex bias will not be accomplished overnight. It will be a long, slow process. The thinking and expectation of people will have to be changed. Educators will be most influential in this procedure.

USE OF PUBLICATION

This publication contains five teaching units for implementing sex equity into vocational education. All or part of each unit can easily be adapted to any teaching situation. There are generally eight sections to each unit, with each section color-coded according to its purpose within the total unit. The sections are ordered as follows:

1. Unit and Specific Objectives
2. Suggested Activities and Instructional Materials
3. Information Sheet
4. Transparency Masters (when appropriate)
5. Assignment Sheets
6. Answers to Assignment Sheets
7. Test
8. Answers to test

Unit and Specific Objectives

The unit objective states in inclusive, behavioral terms what action is expected to be done, who will be doing the action, and to what degree that action will be accomplished. It gives an overview of activities and goals which should be met for satisfactory completion of the unit. The unit objective is accompanied by specific objectives which explain in more detail all the activities necessary to fulfill the unit objection.

The unit and specific objectives are to be given to the students. The instructor should explain these objectives fully to the students so that they know exactly what is expected of them. The objectives give direction to student efforts and should serve as a motivational tool to enhance student interest by showing the relevance of the unit to the students' lives and activities. Whenever possible, the instructor should tie in local situations and personal goals of the students as well.

If necessary or applicable, more specific objectives may be added to suit the needs of instructor and students. Objectives may also be omitted if the instructor chooses to shorten any unit due to limited teaching time or differing instructional needs. When objectives are added or omitted, the instructor should remember to adjust the information sheet, assignment sheets and test questions related to those objectives.

Suggested Activites and Instructional Materials (White)

The suggested activities portion is in two parts—those for the instructor and those for the students. This section is intended for the instructor's use only; it need not be distributed to the students.

The suggested activities portion is intended to remind the instructor of all the major tasks that should be done before and while the unit is presented.

TABLE OF CONTENTS

Use of Publication

Units of Instruction

I. Legislation and Definition

II. Facts and Figures

III. Recruitment

IV. What Can Be Done?

V. Placement

These activities are merely suggestions and the instructor should feel free to perform or omit any of them in the course of tailoring a unit to a specific teaching situation.

The instructional materials portion lists the contents of the entire unit, item by item. It also includes a listing of additional references which may be used for the instructor's information or to supplement the unit. Prices, showing times, and addresses of companies have been included wherever possible.

Information Sheet (Green)

The Information sheet contains all content material which should give students the knowledge needed to accomplish each specific objective. Each main division of the information sheet parallels a specific objective and is numbered to correspond to it. This section of each unit is designed as a permanent reference guide, a kind of "textbook" for the students. The information sheet should be duplicated and distributed to the class.

The instructor should use a variety of teaching strategies for presenting the material on the information sheet. Students may also appreciate an opportunity to familiarize themselves with the information sheet before the material is discussed in class.

Transparency Masters (White)

The transparency masters offer instructors ready-made visual materials with which to supplement the teaching sessions. Reference is made to a particular transparency in any section of the information sheet to which it applies. Before teaching the unit, the instructor should prepare the transparencies and locate the necessay equipment for showing them in class. The ideas in the transparencies might also serve for bulletin boards and other class displays, if these are appropriate.

Occasionally, handouts are provided in a unit in addition to or instead of transparency masters. In this way, students may be given copies of information on the transparencies as a supplement to the information sheet.

Assignment Sheets (Canary)

Assignments in each unit give the students a chance to practice what they are learning. All are designed to reinforce the learning which occurs through the study of the information sheet.

As with all other parts of each unt, the instructor is free to use any or all of the assignments and to adjust them to suit the needs of the students involved. It is helpful to scan these assignment sheets in advance, since occasionally the instructor may need to make some preparations for the assigned activities. The instructor should also be aware that some assignments must be completed outside the classroom and should distribute the assignment sheets at a point when the students will have sufficient time to do the required tasks.

Answers to Assignment Sheets (Pink)

Answers to assignment sheets are provided to aid both the instructor and student in the evaluation process. Instructors may choose to allow the students to correct their own assignments where appropriate or may keep the answer sheets in a permanent instructional manual.

Test (Goldenrod)

In order to determine if the specific objectives have been accomplished with the prescribed degree of accuracy, a test is provided for each unit. Each test item is sequenced with a specific objective and an information sheet division.

The test may be administered in whatever manner the instructor feels is appropriate. For example, it may be given at the completion of all unit activities, as a pretest and later post-test, or at various stages of the teaching process as each specific objective is accomplished. Whichever method the instructor used to administer the test, the test score should show both the insturctor and the student the degree which performance objectives have been met. In these units, a score of eighty-five percent or above indicates that the student has mastered the material.

Answers to Test (Pink)

Answers to the test are provided at the end of each teaching unit.If test results indicate that the student has not mastered all or any part of the unit, it is recommended that the student review the appropriate material, complete any additional activities assigned by the instructor, and retake the test at a time when both student and instructor judge that the material has been learned to the prescribed degree.

UNIT I

LEGISLATION AND DEFINITION

LEGISLATION AND DEFINITION

TERMINAL OBJECTIVE

After completion of this unit, the participant should be able to give pertinent facts concerning vocational legislation of sex equity. The participant should also be able to identify terms relating to equity. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVE

After completion of this module, the participant should be able to:

1. List the two pieces of legislation that are relevant to sex equity in education.
2. Name three ways Title IX and Title II are different.
3. Give the mandate that Title II had delivered to vocational education.
4. Match terms associated with sex equity to the correct definitions.

LEGISLATION AND DEFINITION

SUGGESTED ACTIVITIES

I. Instructor:
   A. Provide participant with objective sheet.
   B. Provide participant with information and assignment sheet.
   C. Discuss terminal and specific objectives.
   D. Discuss information and assignment sheets.
   E. Give Test.

II. Participant:
   A. Read Objective Sheet.
   B. Study information sheet.
   C. Complete assignment sheet.
   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:
   A. Objective sheet.
   B. Information sheet.
   C. Assignment sheet.
   D. Answers to assignment sheets.
   E. Test.
   F. Answers to test.

II. References:

   A. Dr. Nishma I. Duffy, "Do You Know Your Anti-Discrimination Laws?" Concord, New Hampshire, Division of Vocational-Technical Education, New Hampshire State Department of Education, 1979.
   B. Key Words—Source Unknown.

LEGISLATION AND DEFINITION

INFORMATION SHEET

I. Title IX:

A. Title IX was part of the Education Amendments of 1972.

B. It addresses sex discrimination in all aspects of education.

C. Title IX requires that persons may not be excluded from, denied participation in, or be treated differently in education programs.

D. Title IX is aimed at local education agencies.

II. Title II:

A. Title II was part of the Education Amendments of 1976, PL 94-482.

B. It addresses vocational education.

C. Title II addresses sex discrimination, sex bias, and sex stereotyping in vocational education.

D. Title II applies directly to State and Federal vocational education programs.

E. Title II gives a mandate to develop programs to overcome sex bias, stereotyping and discrimination in voc-ed.

III. Terms defined:

A. Sex Discrimination—any action which denies opportunities to a person or group because of their sex.

B. Sex Stereotyping—believing that males and females have different abilities in relation to work.

C. Sex Bias—behavior resulting from the belief that one sex is better than the other.

D. Sexism—treating people unfairly because of their sex.

E. Sex Equity—being fair to all people regardless of their sex.

F. Roles—the way people act in different situations because that is the way they are expected to act. (For example, a 12-year-old boy may have the roles of student, brother, son, paper-carrier, class officer, club member, nephew, etc..)

G. Expanded Roles—acting in a greater variety of ways than is usually expected of a person of your sex. (For example, a male works in an important job **and** cleans house; a female cleans house **and** works in an important job).

H. Sex Roles—characteristics, behaviors, and functions assigned on the basis of gender.

I. Non-traditional Student—a female enrolled in a male-intensive program or a male enrolled in a female-intensive program.

J. Traditional Student—a female enrolled in a female-intensive program or a male enrolled in a male-intensive program.

K. Equity—fair and equal treatment of all people.

LEGISLATION AND DEFINITION

ASSIGNMENT SHEET #1—NAMING AND DESCRIBING LEGISLATION AND DEFINING TERMS

Complete the following assignments:

1. Name the two pieces of legislation that are relevant to sex equity.

2. What is the mandate given to Vocational Education by Title II?

3. Give definitions of the following terms:
   A. Sex discrimination
   B. Sex bias
   C. Sex stereotyping
   D. Sex equity
   E. Roles
   F. Expanded roles
   G. Non-traditional student

ASSIGNMENT SHEET #2—MAKING A POSTER

Complete the following assignment:

Make a poster on Title IX and Title II. Show comparisons, likenesses and differences.

LEGISLATION AND DEFINITION

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheet #1:

1. Title IX and Title II.

2. a. Title IX addresses sex discrimination in all aspects of education; Title II addresses vocational education

   b. Title II addresses sex discrimination, sex bias, and sex stereotyping while Title IX addresses only sex discrimination.

   c. Title IX was part of the 1972 Education Amendments; Title II was part of the 1976 Education Amendments.

3. To develop programs to overcome sex bias, stereotyping, and discrimination in vocational education.

4. a. any action which denies opportunities to a person or group because of their gender.

   b. behavior resulting from the belief that one sex is better than the other.

   c. believing that males and females have different abilities in relation to work.

   d. being fair to all people regardless of their sex.

   e. the way people act in different situations because that is the way they are expected to act.

   f. acting in a greater variety of ways than is usually expected of a person of your sex.

   g. a female enrolled in a male-intensive program or a male enrolled in a female-intensive program.

Assignment sheet #2:
Answers and responses will vary.

LEGISLATION AND DEFINITION

TEST

1. List the two peices of legislation that are relevant to sex equity.

2. Name three ways Title IX and Title II are different.

3. Give the mandate Title II has delivered to vocational education.

4. Match the following terms and definitions.

_____ a. sex discrimination
_____ b. sex stereotyping
_____ c. sex bias
_____ d. sex equity
_____ e. roles
_____ f. expanded roles
_____ g. non-traditional student

1. Fair and equal treatment of all people.

2. Acting in a greater variety of ways than is usually expected of a person of your sex.

3. Any action which denies opportunities to a person or group because of their gender.

4. The way people act in different situations because that is the way they are expected to act.

5. Characteristics, behaviors, and functions assigned on the basis of gender.

6. A female enrolled in a female-intensive program or a male enrolled in a male-intensive program.

7. Believing that males and females have different abilities in relation to work.

8. Treating people unfairly because of their sex.

9. A female enrolled in a male-intensive program or a male enrolled in a female-intensive program.

10. Behavior resulting from the belief that one sex is better than the other.

11. Being fair to all people regardless of their sex.

ANSWERS TO TEST

1. Title IX of the Education amendments of 1972 and Title II of the Education amendments of 1976.

2. 1. Title IX addresses sex discrimination in all aspects of education; Title II addresses vocational education.

   2. Title II addresses sex discrimination, sex bias, and sex stereotyping while Title IX addresses only sex discrimination.

   3. Title IX was part of the 1972 Education amendments; Title II was part of the 1976 Education amendments.

3. To develop programs to overcome sex bias, stereotyping, and discrimination in vocational education.

4. a—3
   b—7
   c—10
   d—11
   e—4
   f—2
   g—9

UNIT II

FACTS AND FIGURES

FACTS AND FIGURES

TERMINAL OBJECTIVE

After completion of this unit, the participant should be able to list facts concerning people in the workforce. The participant should also be able to discuss sources of sex stereotyping. This knowledge will be by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Specify the percentages of women in the workforce.
2. Specify two ways the workforce has changed in the past decade.
3. Name the percentages of homes with both men and women working.
4. List two occupations that are male-intensive.
5. List two occupations that are female-intensive.
6. Discuss in a written report the sources of sex stereotyping.

FACTS AND FIGURES

SUGGESTED ACTIVITIES

I. Instructor:

A. Arrange for film strip if used.

B. Make transparencies.

C. Provide participants with objective sheet.

D. Provide participants with information and assignment sheets.

E. Discuss terminal and specific objectives.

F. Discuss information and assignment sheets.

II. Participant:

A. Read objective sheet.

B. Study information sheet.

C. Complete assignment sheet.

D. Participate in classroom activities.

E. Take unit test.

F. Review and retest as needed.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet.

C. Handouts.

1. Handout #1—Workforce Quiz

2. Handout #2—It's A Fact.

E. Assignment sheets

1. Assignment sheet #1—Facts and Figures.

2. Assignment sheet #2—Male and Female Roles.

F. Answers to assignment sheets

G. Test

H. Answers to test.

II. References.

A. Matthews, McCune, TRY IT, YOU'LL LIKE IT, Washington D.C., Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, U.S. Government Printing Office, 1978.—Cost—.75

B. Farris, Charlotte. EXPANDING ADOLESCENT ROLE EXPECTATIONS. Ithaca, New York: Media Services Printing, New York State College of Human Ecology.—Cost—$2.25

III. Additional Teaching Materials:

A. Filmstrip and cassette kit: MALE AND FEMALE ROLES, Coronet, 65 East South Water Street, Chicago, Illinois 60601. Cost $210.

FACTS AND FIGURES

INFORMATION SHEET

Women make up approximately one half of the nation's paid labor force.

Both husband and wife work in close to one-half of the nations' marriages.

Two ways the work force has changed in the past few years is that more women are working and people are beginning to consider non-traditional jobs more than before.

Men and women tend to be concentrated in different occupational groups. For example: (Matthews; McCune, 1978)

—14% of all employed men work as managers or administrators; only 5% of all employed women hold these jobs.

—35% of all employed women work in clerical occupations; 7% of employed males work in clerical positions.

—20% of all men in the paid workforce are employed as skilled crafts workers; less than 1% of women in the workforce are employed in crafts occupations.

—18% of all employed women are employed as service workers; only 9% of males in the labor force do service work.

—The largest number of employed women work in clerical occupations. The next largest group of men are employed as operatives.

The sources and stereotypes of male and female roles are a result of our cultural upbringing and conditioning. (Filmstrip kit: Male and Female Roles)

FACTS AND FIGURES

HANDOUT #1—WORKFORCE QUIZ

TRUE OR FALSE

1. _____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. _____ A majority of women work because of economic need.
3. _____ Women have a much higher absentee rate from their jobs.
4. _____ Recently, more women are leaving work for marriage and children.
5. _____ Job requirements are usually unrelated to sex.
6. _____ The sole supporter for the majority of families is male.
7. _____ The average woman worker is slightly less educated than the average man worker.
8. _____ Fully employed women who are high school graduates have less income on the average than the fully employed men who have not completed elementary school.
9. _____ Today more than half of all women between 18 and 64 years of age are in the labor force.
10. _____ A majority of women who leave work to have children never return to their job.
11. _____ The single woman usually works less than 25 years in the labor force.
12. _____ Women have a much higher turnover rate in labor than men.
13. _____ Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.
14. _____ Less women are offered positions of responsibility than men.
15. _____ The employment of mothers leads to juvenile delinquency.
16. _____ Most men who have worked for women supervisors do not complain about working for a woman.
17. _____ The number of working mothers who have children under 18 has not increased since 1940.
18. _____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

ANSWERS TO WORKFORCE QUIZ

1. True
2. True
3. False
4. False
5. True
6. False
7. False
8. True
9. True
10. False
11. False
12. False
13. True
14. True
15. False
16. True
17. False
18. True

FACTS AND FIGURES

HANDOUT #2—IT'S A FACT

A recent Congressional study predicts that women will stream into the work force at a rate of a million per year.

Sixty percent of all women will be working outside the home by 1990. Fifty-two percent of all women hold jobs today.

Because more women are entering the workforce, unemployment for women will rise. This will help to force women to change from holding traditional female jobs such as teaching, nursing, and secretarial work and to enter non-traditional work.[1]

* * * * *

Recently the Bureau of Labor Statistics of the U.S. Department of Labor released data for the first time relating workers' earnings to the families in which they live.

Women who support their families earn less than half (46.9%) the amount earned by male breadwinners. Husbands who are sole family wage earners averaged $322 per week or $16,744 per year, while wives as sole earners averaged only $151 per week or $7,852 per year.

It's a woman's world as far as numbers go, with females making up 51 percent of the total world population. But where dollars are concerned, it's a man's world—women perform two-thirds of the work hours annually and receive one-tenth of the world's wages. They own only one-hundredth of the world's real property. (International Women's Conference 1980)[2]

* * * * *

Salaries earned by women continue to be lower than those earned by men in all occupational fields, reports the Department of Labor in its newly released publication, PERSPECITVES ON WORKING WOMEN: A DATABOOK.

The usual weekly earning in selected fields listed in the report include:

Sales	Men—$311:	Women—$159
Clerical	Men—$287:	Women—$183
Craft	Men—$310:	Women—$188
Professional and Technical	Men—$372:	Women—$263
Service	Men—$208:	Women—$139
Farm	Men—$163:	Women—$130

For the second quarter in 1980, women made $63 for every $100 men made, says the Department of Labor. That compares with May 1979, when women earned $62 to every $100 made by men.[3]

* * * * *

FACTS AND FIGURES

HANDOUT #2—IT'S A FACT

Now that over 50% of American women work, men have had to begin pitching in with the housework. Albeit, in many cases, reluctantly. According to a recent survey by the advertising firm of Cunningham and Walsh, 70 percent of husbands cook, 56 percent go grocery shopping; 47 percent vaccum, and 41 percent wash the dishes. Chores that husbands enjoy the least include dusting, cleaning the bathroom, sorting the laundry and cleaning the oven. Eighty percent of husbands really do take out the garbage.[1]

* * * * *

[1] GOOD HOUSEKEEPING, April, 1981, Vol. 192, No. 4, page 32.

[2] "Project Move Bulletin", Vol. IV, No. 1, October, 1980, page 1, 8.

[3] UPDATE, Volume 3, Number 5, March, 1981, page 5.

[4] "Project Move Bulletin", Vol IV, No. 2, December, 1980, page 3.

FACTS AND FIGURES

Assignment Sheet #1—What Are The Facts?

Complete the following assignments:

1. Specify the percentage of women in the workforce.

2. List two ways the workforce has changed in the past decade.

3. Name the percentage of homes with both men and women working.

4. List two occupations that are male-intensive.

5. List two occupations that are female-intensive.

FACT AND FIGURES

Assignment Sheet #2—Male and Female Roles

After viewing filmstrips on male and female roles, write a one page report on the sources and causes of sex-stereotyping.

FACTS AND FIGURES

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheet #1

1. Over 52%.

2. a. More women are working.

   b. People are beginning to consider non-traditional jobs more.

3. Close to one half.

4. a. Craft workers.

   b. Operatives.

5. a. Clerical.

   b. Service work.

Assignment sheet #3:

Answers will vary.

FACTS AND FIGURES

TEST

1. Write a one page report discussing men and women in the workforce, using pertinent facts and figures.

FACTS AND FIGURES

ANSWERS TO TEST

1. Answers will vary.

UNIT III

RECRUITMENT

RECRUITMENT

TERMINAL OBJECTIVE

After completion of this unit, the participant will be able to list and engage in activities which will help increase non-traditional enrollment. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. List two activities to reach high school students with recruitment.

2. List two ways the media can be used to help in recruitment.

3. Give two suggestions to insure that newspaper articles are sex-fair.

4. Specify two ways to use radio and T.V. to promote equity.

5. Give three ways to assure that brochures are sex-fair.

RECRUITMENT

SUGGESTED ACTIVITIES

I. Instructor:
   A. Provide participants with objective sheet.
   B. Provide participants with information and assignment sheets
   C. Make transparencies
   D. Discuss unit and specific objectives
   E. Discuss information and assignment sheet
   F. Give test

II. Participant:
   A. Read Objective sheet
   B. Study information sheet
   C. Complete assignment sheet
   D. Take test

INSTRUCTIONAL

I. Included in this unit:
   A. Objective sheet
   B. Information sheet
   C. Transparency master
      1. T.M. 1—Newspaper article; Non-traditional student
      2. T.M. 2—Sex-fair brochure
   D. Assignment sheets
   E. Answers to assignment sheets
   F. Test
   G. Answers to test

RECRUITMENT

UNIT III

INFORMATION SHEET

I. High School Career Days
   A. Excellent opportunity for non-traditional recruitment.
   B. Make sure that all material given out is sex-fair.
   C. Tell prospective students of advantages of taking non-traditional courses.

II. Presentation to High Schools
   A. Present a program to increase awareness of non-traditional roles.
   B. Career awareness or career orientation classes often are looking for someone to speak to them about vocational training.

III. Newspaper Articles
   A. Can increase general knowledge about non-traditional roles.
   B. Make sure that all newspaper articles stress equity.
   C. Regular news article
      1. Include statement of assurance
      2. If the statement of assurance is not included, make sure that a statement is included stressing equity.

IV. Radio and T.V. can be utilized to promote equity
   A. Include the statement of assurance
   B. Stress equity in each spot

V. Brochures and catalogs should be sex-fair in order to exhibit equal training opportunities for all people.
   A. Sex-fair language should be included.
   B. Pictures should be sex-fair.
   C. Statement of assurance should be included.

News Release

BLACK RIVER VOCATIONAL TECHNICAL SCHOOL

P.O. Box 468

Pocahontas, Arkansas 72455

NON-TRADITIONAL STUDENTS

Non-traditional. What does it mean? This is a term that people are beginning to hear more of lately. But a lot of people don't know or understand what "non-traditional" means in terms of career training and jobs.

Non-traditional refers to a male in a female-intensive program or a female in a male-intensive program. Persons are considered non-traditional if there are 25% or less of members of their sex by national statistics in their particular field.

People at Black River Vo-Tech in Pocahontas not only know what non-traditional means, but they are seeing it first hand. Mr. Richard Gaines, Director of Black River Vo-Tech, points out the fact that there are eight non-traditional students at Black River Vo-Tech. Three non-traditional students have recently graduated.

There are three women students in Residential Carpentry, two women in Auto Technology, two women in Electricity and one in Welding.

Black River Vo-Tech accepts persons of either sex in all areas of training. All persons are treated equally regardless of their sex.

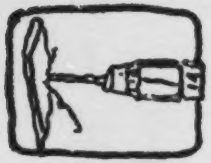
Nine courses are taught at BRVTS including Auto Body, Auto Technology, Diesel Mechanics, Industrial Electricity, Licensed Practical Nursing, Machine Shop, Office Occupations, Residential Carpentry and Welding. Located on Highway 304 approximately one-half mile from Pocahontas, BRVTS has students that come from as far away as Jonesboro, Hardy, Paragould and towns in between.

EQUAL OPPORTUNITY FOR ALL

III-5

"In keeping with guidelines on Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, the Black River Vocational-Technical School assures that no person in the United States shall, on the basis of race, color, national origin, sex or handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or an activity administered by the school."

The coordinator for Black River Vocational-Technical School is Warren Guntharp, P. O. Box 468, Pocahontas, Arkansas 72455; Phone: (501) 892-4565.



Black River Vocational-Technical School
P. O. Box 468
Pocahontas, Arkansas 72455

MACHINE SHOP

MACHINE SHOP

The goal of the Machine Shop Department is to train students for employment with a working knowledge of the machine trade in the fields of repairing and redesigning machinery and tools required in our modern industrial society.

The student will be trained in the techniques and mechanics of the machine trade and develop skills and abilities to the point that they can accept a job as an apprentice machinist.

Training in safety methods, gross hazards involved in working with machinery and how to care for the machinery are included in the course. Students will also be expected to develop self-discipline and respect for the rights of others to the point that others will find working relationships both pleasant and productive.

The students will be taught the importance of keeping informed of new methods and advances in machinery.

To acquire the knowledge, instruction will be given in the following areas: machine tool operation, mathematics, blueprint reading and sketching and basic tool and diemaking.

COURSE OUTLINE

Shop Math	120 Hrs.
Blueprint Reading	90 Hrs.
Safety	30 Hrs.
Shop Theory	130 Hrs.
Shop Practice	970 Hrs.
Job Application	10 Hrs.

GENERAL INFORMATION

The Black River Vocational-Technical School is located in the Industrial Park on State Highway 304, Pocahontas, Arkansas. The campus consists of approximately 44 acres.

The school is a state supported agency under the supervision of the State Board for Vocational Education, and was built to help meet the need for trained personnel in Arkansas.

The Black River Vocational-Technical School is open to all persons 16 years of age and over. A high school diploma is not required, with the exception of the Practical Nursing Program. Nursing applicants must have a high school diploma or its equivalent. For counseling purposes, an aptitude test is given by the school or the Arkansas Employment Security Division.

Registration fee is $120 for the eleven months; payable at $30 per quarter. Cost of books and supplies varies from $30 to $180, depending upon program chosen.

Several financial aid programs are available to eligible applicants. All full-time programs are approved by the Veterans Administration.

The school year begins in August and ends in June of the following year. However, enrollment may be obtained in programs on the first Monday of each month, except in Nursing. Enrollment in Practical Nursing is in August only.

PLACEMENT

Black River Vocational-Technical School works closely with the Employment Security Divison in securing employment for graduating students. Many employers contact the school directly to seek qualified employees.

TRANSPORTATION

Six bus routes originate in towns within a 50 mile radius of Pocahontas. Students may meet the bus at designated points and ride to and from school at no cost.

COURSES AVAILABLE

Besides Machine Shop, nine other courses are offered at Black River Vo-Tech. They are:

AUTO BODY REPAIR
AUTO TECHNOLOGY
DIESEL MECHANICS
INDUSTRIAL ELECTRICITY
OFFICE OCCUPATIONS-SECRETARIAL
OFFICE OCCUPATIONS-CLERICAL
PRACTICAL NURSING
RESIDENTIAL CARPENTRY
WELDING

For further information, write:

BLACK RIVER VOCATIONAL-TECHNICAL SCHOOL
P.O. BOX 468
POCAHONTAS, ARKANSAS 72455
TELEPHONE: (501) 892-4565

RECRUITMENT

ASSIGNMENT SHEET #1—WAYS TO INCREASE NON-TRADITIONAL RECRUITMENT

Complete the following assignments:

1. List two activities to reach high school students with recruitment.

2. List two ways the media can be used to help in recruitment.

3. Give two suggestions to insure that newspaper articles are sex-fair.

4. Specify two ways to use radio and T.V. to promote equity.

5. Give three ways to assure that brochures are sex-fair.

ASSIGNMENT SHEET #2—NEWSPAPER ARTICLES

Complete the following assignment:

Write a newspaper article about non-traditional roles, stressing equity in recruitment.

RECRUITMENT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1:

1. a. Career Days.

   b. Present program to high school students to increase awareness of non-traditional options.

2. a. Newspaper articles.

   b. Radio and T.V. spots.

3. a. Make sure that all newspaper articles stress equity.

   b. Include statement of assurance in regular articles.

4. a. Include the statement of assurance.

   b. Stress equity in each spot.

5. a. Include sex-fair language.

   b. Pictures should be sex-fair

   c. Statement of assurance should be included.

Assignment Sheet #2:

Responses will be different for each participant.

RECRUITMENT

TEST

1. List two activities to reach high school students with recruitment.

2. List two ways the media can be used to help in recruitment.

3. Give two suggestions to make newspaper articles sex-fair.

4. Specify two ways to use radio and T.V. to promote equity.

5. Give three ways to assure that brochures are sex-fair.

RECRUITMENT

ANSWERS TO TEST

1. a. Career Days

   b. Present program to high school students to increase awareness of non-traditional options.

2. a. Newspaper articles

   b. Radio and T.V. spots

3. a. Make sure that all newspaper articles stress equity.

   b. Include statement of assurance of non-discrimination in reuglar articles.

4. a. Include the statement of assurance of non-discrimination.

   b. Stress equity in each spot.

5. a. Include sex-fair language.

   b. Pictures should be sex-fair.

   c. Statement of assurance of non-discrimination should be included.

UNIT IV

WHAT CAN BE DONE?

WHAT CAN BE DONE?

TERMINAL OBJECTIVE

After completing this unit, the participant will be able to identify cases where sex-fairness does not exist in actions, language, teaching practices, curriculum, and facilities. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. List two examples of sex bias and stereotyping that can be displayed by mannerisms and methods of speech.
2. Identify and list five examples of language that is not sex-fair.
3. Identify and list four examples of illustrations that display bias and stereotyping.
4. List three examples of A.V. materials that are not sex-fair.
5. List five cases where stereotyping may exist in curriculum and teaching.
6. List five ways an instructor can insure sex-fairness in the classroom.
7. List three ways that fairness may not exist in facilities and equipment.
8. Write a plan of action for implementing sex equity into the classroom.

WHAT CAN BE DONE?

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide participants with objective sheet.

B. Provide participants with information and assignment sheets.

C. Make transparencies.

D. Discuss terminal and specific objectives.

E. Discuss information and assignment sheets.

F. Direct participants through the different learning paths for each specific objective.

G. Give test.

II. Participant:

A. Read objective.

B. Study information sheet.

C. Complete each assignment sheet.

D. Make sure you are able to perform according to the type of performance called for by each specific objective.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives.

B. Information sheet.

C. Transparency master.

1. T.M. 1—Examples of Language Usage.

D. Assignment sheets.

E. Answers to assignment sheets.

F. Test.

G. Answers to test.

II. References:

A. **Expanding Adolescent Role Expectations,** Cornell University, Ithaca, New York. Cost—$2.25.

B. Farris, C.J. and Smith, A.J., **Pioneering Programs in Sex Equity: A Teacher's Guide,** American Vocational Association, 1980. Cost—$6.00.

WHAT CAN BE DONE?

INFORMATION SHEET

I. People can display sex bias and stereotyping by their speech. (Refer to handout.)

   A. Exclusionary language: Excludes one gender.

   B. Negative language:

      1. Negative "female" language. Gives a negative connotation to females.

      2. Negative "male" language. Gives a negative connotation to males.

II. People can display sex bias and stereotyping by their mannerisms and methods of teaching.

   A. If men and women are treated differently in the shop or classroom, this could demonstrate bias and stereotyping.

   B. If more is expected from persons of one sex than of the other, this is bias and stereotyping.

III. Textbooks can exhibit sex bias and sex stereotyping in their content.

   A. Language can be biased or stereotyped.

      1. The generic 'he' used to include both males and females.

      2. The generic 'she' used where the antecedent is stereotypically female.

      3. The universal male term used when the word is meant to include both sexes.

      4. When referring to both sexes, the male term consistently preceded the female.

      5. Occupational titles are used with man as the suffix.

      6. Non-parallel terms are used in referring to males and females.

      7. Sex-fair material is used initially and then slips into the generic 'he'.

B. Illustrations in a text book can display bias and stereotyped content.

1. In a male intensive program, only pictures of men are used.

2. In a female intensive program, only pictures of women are used.

3. Women are portrayed as secretaries and nurses while men are portrayed as bosses or doctors.

4. A book can start off with sex-fair illustrations and lapse into stereotyped pictures as it progresses.

IV. A.V. materials can display bias and stereotyping.

A. Language can be male biased or female biased.

B. Pictures and illustrations can be male biased or stereotyped.

C. A well-balanced A.V. aid could have the narration shared by a man and a woman.

V. Tests, handouts, study guides could show bias in their content.

VI. An instructor can do various things to insure sex fairness in the classroom.

A. Develop supplemental materials to be used with existing materials.

B. Point out the biases and stereotypes portrayed and show the fallacies suggested by them.

C. Write your own sex-fair materials

D. Review all new materials to make sure that they are sex-fair.

E. Refuse to buy any materials that have biased or stereotyped content.

F. Establish the same safety and/or sanitation and dress requirements for all students regardless of sex.

G. Establish and apply the same grading system to students of both sexes.

WHAT CAN BE DONE?

INFORMATION SHEET

PROBLEMS AND ANSWERS OF BIAS AND DISCRIMINATION IN FACILITIES AND EQUIPMENT:

I. Restroom and wash room facilities may be provided for only men or only for women in areas that are usually male-intensive or female-intensive programs.

Care should be taken to provide such facilities so that they will be equally accessable to all people.

II. Furniture may be designed for only one group of people. (Example: desks and chairs in female-intensive programs may also be too small for persons of large stature.)

Furniture should be adaptable or adjustable for people of larger or smaller frames and builds.

III. Work tables in shop areas may be designed for people of taller stature.

Tools and equipment may be too large or too heavy for women to handle.

IV. Adaptability is the answer to all of these problems. Use common sense and there should be no problems arise.

WHAT CAN BE DONE?

INFORMATION SHEET

I. Terms defined:

A. Male biased—men are predominant in language, pictures, illustrations.

B. Female biased—women are most evident in language, pictures, illustration.

C. Balanced—Both sexes are featured equally in pictures, illustrations, language uses, neutral pronouns and terms.

II. Possible ways instructors might show bias or stereotyping.

A. Bulletin boards—bulletin boards show persons of only one sex.

B. Textbooks—use of textbooks which have biased content.

C. Posters—posters displayed which are not balanced.

D. Classroom and shop atmosphere.

1. Use of biased language and terms.

2. Expecting more of persons of one sex in class and shop than is expected of persons of the other sex.

3. Fail to counsel the non-traditional students on things they might face that traditional students would not face.

4. All tools and equipment are not available to all students on an equal basis.

5. Furniture is not comfortable or adaptable to all students.

III. Instructors can write their own individual plan of action to insure equity using above guidelines.

EXAMPLES OF LANGUAGE USAGE

The following examples show the difference between **exclusionary and negative** language on the one hand, and **neutral** language on the other. Many examples come from the McGraw-Hill Book Company and Scott, Foresman and Company (2, 10).

Exclusionary Language	Neutral Language
When man invented the wheel. . .	When the wheel was invented. . .
The statesman spoke about. . .	The public servant spoke about. . .
The average American drinks his coffee black	The average American drinks black coffee
The lady lawyer delivered. . .	The lawyer delivered. . .
The chairwoman sat down. . .	The presiding officer sat down . .

Negative "Female" Language	Neutral Langugae
The old maid answered the. . .	The woman answered the. . .
The girls in the office. . .	The women in the office. . .
The consumer should buy her. . .	Consumers should buy their. . .
Jim Wiess allows his wife to work part-time	Judy Wiess works part-time
Al listened to the ladies chatter	Al listened while the women talked
Pioneers moved West, taking their wives and children with them	Pioneer families moved West

Negative "Male" Language	Neutral Languague
His old man said, "No."	His father said, "No,"
The boys in the office. . .	The men in the office. . .
When the breadwinner gets his. . .	When wage earners get their. . .
Jim helps his wife do the housework	Jim shares the housework. . .

Hitting the nail instead of the thumb is a triumph for boys. Cutting out paper dolls is good for girls.

For a child, hitting the nail instead of the thumb or cutting out recognizable shapes is a triumph.

Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but boys will not enjoy "girlish" stories.

Most children like action, animation and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

WHAT CAN BE DONE?

Assignment sheet #1:

Complete the following assignments:

1. List two examples of sex bias and stereotyping that can be displayed by our mannerisms and methods of speech.
2. List five examples of language that are not fair.
3. List four examples of illustrations that display bias and stereotyping.
4. List three examples of A.V. materials that are not sex-fair.
5. List five cases where bias or stereotyping may exist in curriculum and teaching.
6. List five ways an instructor can ensure sex fairness in the classroom.
7. List three ways that fairness may not exist in facilities and equipment.

WHAT CAN BE DONE?

Assignment sheet #2—Writing Your Plan of Action

Complete the following assignment:

Write your own plan of action for implementing sex equity into your classroom.

WHAT CAN BE DONE?

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheet #1

1. 1. Exclusionary
   2. Negative
2. 1. Treating men and women differently in the shop or in the classroom.
   2. Expecting more from persons of one sex than the other.
3. 1. The generic "he" used to include both males and females.
   2. The generic "she" used where the antecedent is stereotypically female.
   3. The universal male term used when the work is meant to include both sexes.
   4. When referring to both sexes, the male term consistently precedes the female.
   5. Occupational titles are used with—man as the suffix.
4. 1. In a male intensive program, only pictures of men are used.
   2. In a female intensive program, only pictures of women are used.
   3. Women are portrayed as secretaries and nurses.
   4. A book can start off with sex fair illustrations and lapse into stereotyped pictures as it progresses.
5. 1. Language can be male biased or female biased.
   2. Pictures and illustrations can be biased.
   3. Narration is done exclusively by a man or woman.
6. 1. Speech
   2. Mannerisms and methods of teaching.
   3. Textbooks
   4. A.V. materials
   5. Tests, handouts, study guides

7. 1. Develop supplemental materials to be used with existing materials.

   2. Point out biases and stereotypes portrayed and show the fallacies suggested by them.

   3. Write your own sex fair materials

   4. Review all new materials to make sure that they are sex fair.

   5. Refuse to buy any materials that have biased or stereotyped content.

   6. Establish the same safety and/or sanitation and dress requirements for all students regardless of sex.

   7. Establish and apply the same grading system to students of both sexes.

8. 1. Restroom and washroom facilities.

   2. Furniture

   3. Work tables, tools, or equipment

Assignment sheet #2:

Answers will vary

WHAT CAN BE DONE?

TEST

Write your own plan of action including the principles you have learned in this unit.

WHAT CAN BE DONE?

ANSWERS TO TEST

Answers will vary.

UNIT V
PLACEMENT

PLACEMENT

UNIT V

TERMINAL OBJECTIVE

After completion of this unit the participant will be able to plan and utilize activities that will increase placement of non-traditional students. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant will be able to:

1. Plan ways to increase prospective employers' knowledge of advantages of hiring non-traditional people.

2. Make a list of current businesses in your area which have government contracts.

3. Find out what businesses have affirmative action plans and what they plan to do along the line of sex equity.

4. Form a plan to enlist help from advisory committee members in placement of non-traditional students.

PLACEMENT

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide participants with objective sheet.

B. Provide participants with information and assignment sheets.

C. Make transparencies.

D. Discuss terminal and specific objectives

E. Discuss information and assignment sheets.

F. Direct participants through the different paths for each specific objective.

G. Give test

II. Participant:

A. Read objective sheet

B. Study information sheet

C. Complete assignment sheet

D. Make test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Assignment sheet

D. Answers to assignment sheets

E. Test

F. Answers to test

II References:

A. U.S. News and World Report. July 7, 1980

B. Dr. Nishma I. Duffy, **Do You Know Your Anti-Discrimination Laws?** New Hampshire State Department of Education, Concord, N.H. 1979.

PLACEMENT

INFORMATION SHEET #1

I. Because of quotas set up by Federal Legislation, Department of Labor, etc., many firms can benefit from hiring non-traditional persons.

A. The Department of labor has said that 6.9% of all workers on contracts that are federally funded must be women. (U.S. News & World Report, July 7, 1980)

B. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972. (Duffy, 1979)

1. Applies to all employers with 15 or more employees, employment agencies, and labor organizations.

2. Prohibits discrimination against employees on the basis of race, color, religion, sex, or national origin. This includes hiring.

II. Affirmative Action Plans:

In all employment areas, Federal contractors and subcontractors must ensure that qualified minorities, women, members or religious and ethnic groups, handicapped persons, and veterans are not discriminated against. And they must further guarantee positive actions to hire and promote members of underrepresented groups.

Affirmative Action is not preferential treatment. Nor does it mean that unqualified persons should be hired or promoted over other people. What affirmative action does mean is that positive steps must be taken to provide equal opportunity for those who have been discriminated against.

Large contractors and subcontractors, those with $50,000 or more in government business and with 50 or more employees, must prepare and implement written affirmative action programs.

Affirmative action programs set forth ways in which employers expect to improve employment opportunities.

In job areas where minorities or women are underrepresented, employers must establish goals and timetables for hirings and promotion.

Affirmative action programs may also include new training opportunities, targeted out-reach efforts, seminars, cooperative activities with local interest groups, job restructuring, and other special attempts to bring underrepresented groups into the workforce.

INFORMATION SHEET #1 (con't)

Affirmative Action helps the traditional victims of job discrimination; minorities, women, those of various religious and ethnic groups, handicapped persons, and veterans, catch up with the rest of society.

Through an executive order issued by Former President Jimmy Carter, the Office of Federal Contract and Compliance Programs (OFCCP) now has all enforcement as well as administrative and policymaking authority for the entire contract compliance program. (Dept. of Labor, 1979)

PLACEMENT

INFORMATION SHEET #2

1. Ways to increase placement of non-traditional students.

   A. Keep list of business or firms with Federal contracts.

      1. Newspapers carry public notices of contracts that are let.

   B. Visit with area firms and businesses.

      1. Point out advantages of hiring non-traditional students.

      2. Recommend good non-traditional students as being good employees.

      3. Find out what firms have Affirmative Action plans.

   C. When prospective employers ask for students to hire, remind them that Federal law prohibits us from sending students for interviews to people who discriminate.

      "If a recipient enters into a written agreement for the referral or assignment of students to an employer the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap," FEDERAL REGISTER, Vol. 44. no. 56, March 21, 1979, Section VII.

   D. Enlist aid of advisory committee members in placing non-traditional students.

      1. These people are interested in the welfare of the school and are willing to help.

      2. They have a link to the job market.

         a. Prospective employers themselves.

         b. Can help to get other employers to hire non-traditional students.

      3. Discuss placement of non-traditional students at regular advisory committee meetings.

      4. Increase their awareness of the problem of non-traditional placement by personal contact.

PLACEMENT

ASSIGNMENT SHEET

Complete the following assignments:

1. List two Federal regulations that prohibit discrimination in hiring because of sex.

   1. _____

   2. _____

2. Define an Affirmative Action Plan.

3. List four ways to increase placement of non-traditional students.

4. List two ways to enlist help from advisory committee members in placement of non-traditional students.

5. Make a list of current business in your area which have government contracts.

PLACEMENT

ANSWERS TO ASSIGNMENT SHEET

1. 1. Title VII of the Civil Rights Act of 1964

   2. Department of Labor requirement.

2. Plans designed to implement equity.

3. 1. Keep lists of business or firms with federal contracts.

   2. Visit with area firms and businesses.

   3. Recommend good non-traditional students as being good employees.

   4. Enlist Aid of Advisory Committee members.

4. 1. Regular meetings

   2. Personal contact

5. Answers will vary.

PLACEMENT

TEST

Write out a plan to enlist help form advisory committee members in placement of non-traditional students.

PLACEMENT

ANSWERS TO TEST

Answers will vary.